



# Master of Arts in Counseling

## Course Syllabus

### Course Information

COUN690 - INTERNSHIP II – A, B, & C  
Spring 2024  
3 Semester Hours

### Location/Date/Time

SB003, SB025, & SB010  
Tuesdays 12:30 – 2:30pm

#### INSTRUCTOR'S INFORMATION:

##### SECTION A MEETS IN SB025

**Jennifer Cline, PhD, LPC, ACS**  
Email: jennifer.cline@emu.edu  
Office Phone: 540.432.4213

#### INSTRUCTOR'S INFORMATION:

##### SECTION B MEETS IN SB003

**Gregory Czyszczon, PhD, LPC**  
Email: greg.czyszczon@emu.edu  
Office Phone: 540.432.4324

#### INSTRUCTOR'S INFORMATION:

##### SECTION C MEETS IN SB010

**Stewart Nafziger, PhD, LPC**  
Email: stewart.nafziger@emu.edu  
Office Phone: 540.432.4018

Student Hours: **Greet:** A 5-10 minute “pop-in” whenever my office door is open to say “hi” and connect  
**Meet:** A 15–30 minute scheduled meeting for advising or to discuss an issue  
**Work:** A longer scheduled meeting to engage in parallel or collaborative worktime  
adapted from Hogan & Sathy, 2022, *Inclusive teaching: Strategies for promoting equity in the college classroom*

#### COURSE DESCRIPTION:

The internship experience is designed to give advanced students in counseling the opportunity to practice the skills and knowledge they have developed throughout their counseling training. Students will meet weekly to review cases, discussing areas of growth and present specific theory, intervention and technique questions. The student may select an internship site from a variety of supervised field experiences in mental health related settings (*CACREP 2024, 4.A. and 5.C.2.*).

#### COURSE GOALS AND OBJECTIVES:

*Addressing the following CACREP 2024 Professional Counseling Identity & Clinical Mental Health Standards:*

1. Students will further develop their ability to apply various counseling theories in clinical practice (*3.E.1. and 3.E.21.*)
2. Students will strengthen their interviewing, intervention, diagnostic and counseling skills (*3.E.2., 3.E.8.-3.E.10., 3.E.12., 5.C.1., 5.C.4., and 5.C.5.*)
3. Students will demonstrate competence in case conceptualization and treatment planning (*3.E.3., and 3.E.13.-3.E.15.*)
4. Students will demonstrate an understanding of critical legal and ethical issues relevant to clinical practice including the use of technology related to counseling (*3.E.5., 3.E.6., and 5.C.3.*)
5. Students will show an understanding of issues of diversity and how these issues impact service provision and clinical intervention (*3.E.7. and 3.E.11.*)
6. Students will practice their roles, responsibilities, and relationships as members of specialized practice and interprofessional teams, including a) collaboration and consultation, b) community outreach, c) advocates, d) case managers, and e) emergency response providers (*3.A.3., 3.E.4., 3.E.17.-3.E.20., and 5.C.6.-5.C.8.*)
7. Students will develop skills in practical matters such as record-keeping, documentation, and other management issues (*3.E.16. and 5.C.9.*)
8. Each student is **required** to lead or co-lead a **counseling or psycho-educational group** during practicum or internship (*4.E.*)

## SYLLABUS DISCLAIMER:

This syllabus is not a contract. The instructor reserves the right to alter the course requirements, schedule, and/or assignments based on new materials, class discussions, or other legitimate objectives. Students will be given notice of relevant changes in class or via e-mail.

## TECHNOLOGY:

The EMU MA in Counseling program, in accordance with a national professional conversation about the use of technology in counselor education, is supporting a return to engagement and paper notebooks. As we are in the profession of presence and attunement, we want to be intentional about how we address this in our classes. Therefore, we will ask that you **keep your phone and your computer/iPad in your bag**, unless you are required to use it in class. We have been reading and researching about the impact of technology on the brain related to social engagement and learning, in addition to the strong correlation between writing and learning. We wish to promote an embodied learning and discovery experience and can only be successful to do so in a context that minimizes disruption and interruption. We recognize there will be times when access to a phone is necessary and want to encourage advanced planning and communication with faculty.

## REQUIRED TEXT:

*Reuse practicum text:* Erford, B. T. (2015). *Clinical experiences in counseling*. Pearson.

## RECOMMENDED READING:

- Antony, M. M. & Swinson, R. P. (2017). *The shyness and social anxiety workbook: Proven techniques for overcoming your fear*, (3<sup>rd</sup> ed.). New Harbinger Publications, Inc.
- Baird, B. N. (2013). *The internship, practicum, and field placement handbook*, (7<sup>th</sup> ed.). Routledge.
- Berne, E. (1964). *Games people play: The basic handbook of transactional analysis*. Ballantine Books.
- Curran, L. A. (2013). *101 trauma-informed interventions: Activities, exercises, and assignments to move the client and therapy forward*. PESI Publishing and Media.
- Ellis, A. (1994). *Reason and emotion in psychotherapy*. Citadel.
- Frankl, V. E. (2006). *Man's search for meaning*. Beacon Press.
- Giordano, M., Landreth, G., & Jones, L. (2005). *A Practical Handbook for Building the Play Therapy Relationship*. Jason Aronson.
- Goleman, D. (1995). *Emotional intelligence: Why it can matter more than IQ*. Random House.
- Johnson, S. M. (2020). *The practice of emotionally focused couple therapy: Creating connection* (3<sup>rd</sup> ed.). Routledge.
- Kleespies, P. M. (2009). *Behavioral emergencies: An evidence-based resource for evaluating and managing risk of suicide, violence, and victimization*. American Psychological Association.
- Kress, V. E. & Paylo, M. J. (2015). *Treating those with mental disorders: A comprehensive approach to case conceptualization and treatment*. Pearson
- Lanci, M. & Spreng, A. (2008). *The Therapist's Starter Guide: Setting Up and Building Your Practice, Working with Clients, and Managing Professional Growth*. John Wiley & Sons.
- Landreth, G. L. (2002). *Play Therapy: The Art of the Relationship*, (2<sup>nd</sup> ed.). Brunner-Routledge.
- Linehan, M. M. (2015). *DBT skills training manual*, (2<sup>nd</sup> ed.). The Guilford Press.
- McCay, M., Wood, J. C., & Brantley, J. (2007). *The Dialectic Behavior Therapy skills workbook: Practical DBT exercises for learning mindfulness, interpersonal effectiveness, emotional regulation, and distress tolerance*. New Harbinger Publications.
- Mometrix Test Preparation. (2020). NCMHCE practice questions: NCMHCE practice tests and exam review for the National Clinical Mental Health Counseling Examination, (2<sup>nd</sup> ed.). Mometrix Media.**

**Mometrix Test Preparation. (2020). NCMHCE secrets study guide: Exam review and NCMHCE practice test for the National Clinical Mental Health Counseling Examination, (2<sup>nd</sup> ed.). Mometrix Media.**

O'Hanlon, B. & Beadle, S. (1999). *A guide to possibility land: Fifty-one methods for doing brief, respectful therapy*. W. W. Norton & Company.

Plath, S. (1971). *The bell jar*. Harper & Row.

Riggenbach, J. (2013). *The CBT toolbox: A workbook for clients and clinicians*. PESI Publishing and Media

Rogers, C. (1954). *On Becoming a Person: A Therapist's View of Psychotherapy*. Houghton Mifflin.

Schwitzer, A. M. & Rubin, L. C. (2015). *Diagnosis and treatment planning skills: A popular culture casebook approach (2<sup>nd</sup> ed.)*. Sage.

Teasdale, J., Williams, M., & Segal, Z. (2014). *The mindful way workbook: An 8-week program to free yourself from depression and emotional distress*. Guilford Press.

Weiss, A. (2004). *Beginning mindfulness: Learning the way of awareness*. New World Library.

Yalom, I. D. (1989). *Love's executioner: And other tales of psychotherapy*. Basic Books.

**SCHEDULE AND TOPICS:**

**Course Schedule**

<b>Date</b>	<b>Subject</b>	<b>Reading/Assignments Due</b>
1/16/24	Introduction to course	
1/23/24	Group Supervision <i>CACREP 2024, 3.E.1.-3.E.21. and 5.C.1.-5.C.9.</i>	Clip Reviews
1/30/24	Group Supervision <i>CACREP 2024, 3.E.1.-3.E.21. and 5.C.1.-5.C.9.</i>	Clip Reviews
2/6/24	Group Supervision – Guest Speaker, Marcia Pusey on Psychotropic Medications	
2/13/24	Group Supervision <i>CACREP 2024, 3.E.1.-3.E.21. and 5.C.1.-5.C.9.</i>	Clip Reviews
2/20/24	Group Supervision <i>CACREP 2024, 3.E.1.-3.E.21. and 5.C.1.-5.C.9.</i>	Clip Reviews
2/23/24	Trauma Training with Bonnie Badenoch (12-4 pm)	
2/27/24	Group Supervision <i>CACREP 2024, 3.E.1.-3.E.21. and 5.C.1.-5.C.9.</i>	Clip Reviews
3/5/24	Spring Break – NO CLASS	
3/12/24	Group Supervision – Residency Meeting	Clip Reviews
3/19/24	Group Supervision <i>CACREP 2024, 3.E.1.-3.E.21. and 5.C.1.-5.C.9.</i>	Clip Reviews
3/26/24	Group Supervision <i>CACREP 2024, 3.E.1.-3.E.21. and 5.C.1.-5.C.9.</i>	Clip Reviews
4/2/24	Group Supervision <i>CACREP 2024, 3.E.1.-3.E.21. and 5.C.1.-5.C.9.</i>	Clip Reviews
4/9/24	Group Supervision <i>CACREP 2024, 3.E.1.-3.E.21. and 5.C.1.-5.C.9.</i>	Clip Reviews
4/16/24	Group Supervision <i>CACREP 2024, 3.E.1.-3.E.21. and 5.C.1.-5.C.9.</i>	Clip Reviews
4/23/24	Group Supervision <i>CACREP 2024, 3.E.1.-3.E.21. and 5.C.1.-5.C.9.</i>	<b>Complete final paperwork:</b> <ul style="list-style-type: none"> <li>● Counselor Assessment Scale (Self-assessment &amp; Supervisor Assessment)</li> <li>● Hours Tracking Log</li> <li>● Hours Summary</li> <li>● Faculty Group Supervisor Evaluation</li> </ul>

		<ul style="list-style-type: none"> <li>• Site Supervisor Evaluation</li> <li>• Final Recommendation</li> </ul> <b>All forms must be completed, signed, and filed by MAY 1 in order to graduate</b>
4/30/24	Finals Week – NO CLASS	<b>Capstone Paper DUE to Professional Practice Coordinator</b>
5/1/24	Capstone Day	<b>All Internship Forms DUE</b>

**Please Note:** The above schedule and procedures for this course are subject to change in the event of extenuating circumstances

## PROFESSIONAL BEHAVIOR:

**Attendance Policy for Practicum/Internship Courses:** This class will abide by program standards for attendance.

1. Every student is allowed to miss one class during the semester without penalty to your grade. Students should notify the professor PRIOR to the class if they are unable to attend a scheduled class. The student is responsible for gathering material that is missed due to an absence.
2. If a second class is missed, the student must submit 1 continuing education (CE) training for every hour missed; an entire class would be 2 CE's.
3. More than two absences per semester will result in failing the course.
4. It is the student's responsibility to come to class on time and to leave class at the designated time; being late and/or leaving early is disruptive to the class.
5. Excessive lateness will significantly impact your participation and attendance grade. It can be disruptive to the culture of learning. It is also a behavior we monitor in the program as it will not be tolerated in most working environments. If a student is repeatedly late, walking into class after the start time (more than once), this will be the equivalent of one absence. If you have a concern about being late for class, please contact the instructor.
6. Leaving early is equivalent to an absence. Please don't ask faculty members to make judgment calls for leaving early.

**If a student is experiencing what they believe to be an extenuating circumstance that would justify receiving an exception to the above policies, that student should compose a one-page document explaining those circumstances. The situation will be reviewed by the entire faculty and a decision rendered as to whether there will be a grade policy exception.**

## COURSE REQUIREMENTS:

Internship is an opportunity for students to further develop their counselor identity and enhance their clinical skills. In order to receive a passing grade:

- A. Each student is expected to **present cases and engage fully** in the group supervision process.
- B. Each student is required to maintain the appropriate forms in their **Professional Practice Folders**. The student will submit weekly supervision logs that are signed by the site supervisor. Folders will be brought to each supervision session in order for students to file the necessary forms.
- C. Each student will review, cue, and present **two** client recordings during the semester – at least one before the mid-semester recess and one after mid-semester. For each clip presented, you are required to **complete a background form** to bring to class (*CACREP 2024, 3.E.1.-3.E.21. and 5.C.1.-5.C.9.*). Consider showing recordings that show:
  - A segment that demonstrates a technique, intervention, or interaction that you feel you did well.
  - A tape segment that demonstrates an area for improvement.
- D. **Applied Suicide Intervention Skills Training (ASIST)** – As part of the internship experience each student will be required to attend the ASIST training on February 1 and 2 at EMU *if not previously*

*attended.* This training takes place over two full days. Students will need to inform their site supervisors that they will not be able to be at the internship site on these days (*CACREP 2024, 3.A.3. and 3.E.19.*).

#### E. **IDEA Interprofessional Trainings & Professional Development**

Each internship student will be required to **attend two interprofessional trainings** each semester to fulfill HRSA grant requirements in order to receive your \$10K stipend.

- Each internship student is required to attend a **half-day trauma training** presented by Bonnie Badenoch. This training is scheduled for Friday, February 23 from 12 – 4 pm. Students will need to inform their site supervisors that they will not be able to be at the internship site during that time.
- Each internship student is required to **attend one interprofessional training** to fulfill HRSA grant requirements. This training has been scheduled during your internship class and will require no additional outside time. Marcia Pusey will be presenting on psychopharmacology on February 6.
- Each internship student is invited to **attend two interprofessional trainings** to fulfill HRSA grant requirements. These trainings have been scheduled during practicum classes (Wednesdays, 3:40-5:30 pm). The first topic will be presented by Charles Miller on Interprofessional collaboration (2/21/24) and the second topic will be presented by Emily Petkus Chew on Sexual Health (3/20/24). *\*\*These trainings are required if you did not attend during practicum.*

#### **CAPSTONE CASE CONCEPTUALIZATION PAPER AND PRESENTATION (SEE COMPETENCY RUBRIC ADDENDUM):**

Students in EMU's MA in Clinical Mental Health Counseling program devote a significant amount of time and energy to serving our communities through their practicum (>100 hours) and internship (>600 hours) experiences. These practicum and internship experiences cultivate students' ability to work as professional counselors and prepare them, in conjunction with their coursework, for Counseling Residency, a >3,400-hour (Virginia) post-graduation work period under clinical supervision before licensure as a Professional Counselor. EMU's MA in Clinical Mental Health program is primarily focused on clinical training. To this end, students' development throughout the program and clinical performance are primary areas of evaluation for graduation. The program's Capstone Day and Capstone Assignments reflect this.

The purpose of the Capstone process is for 1) students to concretely reflect on their growth throughout the program, 2) students to practice clearly articulating their clinical and academic perspectives and work history in preparation for work as a counselor, 3) and for students to share personal growth, academic accomplishments, and clinical experiences with the EMU Graduate Counseling program and wider community.

**Student Requirements:** On the Wednesday (**May 1, 2024**) of the EMU spring semester finals week, students will give a 20-minute presentation to all faculty and student colleagues and provide an 10-12-page summary paper (APA v.7, student version) to the Professional Practice Coordinator. The paper will be read and assessed by the Professional Practice Coordinator and faculty in EMU's MA in Clinical Mental Health Counseling program. The paper and presentation will mirror content discussed in the student's culminating interview and should include (*CACREP 2024, 3.E.1.-3.E.21.*):

- Your clinical approach:
  - Consider questions such as: What theory or model is most central to the way I conceptualize clinical cases? How has this changed or evolved throughout my training? How do I apply this/these theory(ies) in my clinical practice? What in my worldview or personal value system contributes to the way understand and apply this/these theoretical orientation(s)? What is my role as a counselor?
- One **deidentified** case example from your internship placement:
  - Intake and presenting concerns

- Ethical and legal considerations.
- Assessment and Case Conceptualization
- Therapeutic process, dimensions of the therapeutic relationship, multicultural considerations.
- Use of supervisory feedback
- Termination/referral
- Time for questions

### INTERNSHIP RESPONSIBILITIES:

A clinical mental health counselor is a trained professional who is committed to:

- Pursuing a life-long process of learning and refining clinical mental health counseling,
- Providing competent, caring, and ethical clinical mental health counseling services to diverse populations; and
- Advancing the profession through research, innovation, training, supervision and service.

Therefore, you will:

- **Participate fully in at least 600 hours of internship.** The internship experience is considered to be the seminal experience of counselor training. Our program requires that students in internship complete a minimum 600 hours of supervised clinical work (*CACREP 2024, 4.U.*) over the course of two semesters, which includes 240 hours of direct service (*CACREP 2024, 4.V.*). Clinical mental health counseling services include assessment, individual counseling, group counseling, family or couple counseling, emergency or crisis services, outreach services, consultation and education programs, prevention programs, and health promotion activities. During your internship, you will also engage in other professional activities such as keeping records, participating in supervision, making referrals, and attending in-service and staff meetings (*CACREP 2024, 4.D.*).
- **Be involved in weekly supervision with a qualified site supervisor** (*CACREP 2024, 4.P. and 4.W.*). You will meet face to-face with your site supervisor for one-hour per week (**15 weeks of internship equals 15 hours of site supervision**).
  - Must have a “formal” clip review and full session review with your site supervisor over the course of the semester (complete and file the accompanying paperwork in your PPF)
- **Meet an average of 1-1/2 hours a week in regular group supervision sessions with your faculty supervisor** (*CACREP 2024, 4.N. and 4.X.*). You will be coming together with fellow interns to share your internship experiences, explore the many opportunities for your professional development, look at your counseling work, learn from one another, clarify your professional goals, and help one another to achieve those goals.
- **Lead a group.** Each student is **required** to lead or co-lead a **counseling or psycho-educational group** unless this requirement has been fulfilled in Practicum (*CACREP 2024, 4.E.*).
- **Videorecord, audio record, or receive live supervision of your counseling work with clients.** Recordings are invaluable resources for reviewing your work and using in supervision. Whenever possible, use this technology to help you continue your professional development. Live supervision is another opportunity for you to receive feedback on your counseling skills (*CACREP 2024, 4.C. and 4.D.*).
  - **Complete all internship paperwork in a timely fashion** (refer to [Professional Practice Handbook](#) online for a detailed explanation of all policies, procedures, and forms, *CACREP 2024, 4.G.*):
  - **Professional Practice Folders.** Each student is required to maintain the appropriate forms in their Professional Practice Folders.

- **Complete the Internship Student Records Checklist.** The student is responsible for completing the Internship Student Records Checklist that outlines all pre-requisites and documentation requirements. No internship may begin without the prerequisites being completed. All documentation (Field Education Placement Form, Contract Letter, etc.) is to be submitted to the Professional Practice Coordinator, Dr. Jennifer Cline, prior to the start of internship for signature and then filed in your Professional Practice Folder. Keep copies for your personal records.
- **Liability Insurance.** Each student must carry insurance. A current copy of the Professional Liability Declarations (page 1) should be submitted to the Professional Practice Coordinator before filing in your Professional Practice Folder. No counseling is permitted without an up-to-date record of this insurance. Clinical training will be stopped without the form on file. Mark the renewal date in your calendar so you send it in within sufficient time (*CACREP 2024, 4.B.*).
- **Counselor Assessment Scale.** At the end of the semester, the Counselor Assessment Scale will be used to evaluate your clinical skills. At the end of the semester, you will complete a self-evaluation and your Individual Site Supervisor will evaluate your clinical skills using the Counselor Assessment Scale (*CACREP 2024, 4.F.*). Your completed evaluations should be submitted to your Faculty Group Supervisor and filed in your Professional Practice Folder.
- **Evaluate your Site Supervisor.** An evaluation of your Individual Site Supervisor will be completed using the forms provided. These should be submitted to the Professional Practice Coordinator. We strongly encourage all students to share evaluation of supervision with their supervisors when appropriate. Evaluations will assist the faculty in improving supervision and selecting appropriate sites for future clinical placements (*CACREP 2024, 4.L.*).
- **Evaluate Faculty Supervisor.** An evaluation of your Faculty Supervisor will be completed using the forms provided. These should be submitted to the Professional Practice Coordinator (*CACREP 2024, 4.M.*).
- **Final Recommendation paperwork.** At the end of Internship II, your Individual Site Supervisor will submit their final recommendation using the form provided (*CACREP 2024, 4.F.*). This should be filed in your Professional Practice Folder.
- **Weekly Hours Tracking.** The student will submit weekly supervision logs that are signed by the Site Supervisor. At the end of the semester, the **Hours Summary Form** must be completed (and agree with the weekly logs), approved by your Individual Site Supervisor, and submitted to the Faculty Group Supervisor before a grade is given for the course. The final record needs to be: the original, in **black** ink, legible and showing all your work for the entire 600 (minimum) hours.
- **Late Paperwork.** If *any of your paperwork* is 14 days or more behind, you will be required to pause your internship experience, meaning that you will not be able to count professional practice hours, until your paperwork is up-to-date. Appropriate and timely maintenance of documentation is an essential task of internship.

## DEPARTMENTAL POLICIES SPECIFIC TO FIELD WORK:

### INTERNSHIP START AND END DATES

An internship student may begin at their internship site one week before the start of the academic semester. This week allows students to orient to their site and can be counted in the student's indirect hours. A student **may not** begin providing direct services until the start of the academic semester.

If an internship student reaches the end of the academic year without obtaining the requisite number of hours for internship, there is no option for an extension due to graduation requirements. In this case, a student could apply for graduation and walk in the ceremony but they would need to register for a summer internship course in order to complete their hours requirements. This decision should be made in collaboration with the student's site supervisor, faculty supervisor, and the professional practice coordinator.

**If a student is experiencing what they believe to be an extenuating circumstance that would justify receiving an exception to the above policies, that student should compose a one-page document explaining those circumstances. The situation will be reviewed by the entire faculty in collaboration with the site supervisor and a decision rendered as to whether there will be an exception.**

### **FIELD EDUCATION WORK DURING UNIVERSITY BREAKS**

Occasionally, the academic calendar does not align perfectly with the site's calendar (ie. academic breaks are often not recognized on site). For those approved university breaks such as fall break in October, winter break in December/January and spring break in March as well as any others listed on the university calendar, the following is the MA in Counseling program requirement for community counseling students continuing to work at field education sites. During university breaks, students may continue seeing clients at their approved field education site if:

1. The individual Site Supervisor is informed that the faculty group supervisor is not available for weekly supervision.
2. The individual Site Supervisor is available for one hour per week of face-to-face supervision.
3. The student informs their faculty group supervisor and the professional practice coordinator of the arrangement.
4. Students are required to take at least one week, preferably two weeks, off over winter break for their own rest and restoration.

### **EFFECT OF MISSED SUPERVISION ON THE COUNTING OF HOURS**

The expectation of students enrolled in either practicum or internship experiences is that the student receives both individual/triadic supervision with their site supervisor and group supervision with their faculty supervisor **EVERY** week. However, there are times that an unforeseen event emerges, in which case:

- If a group supervision class is canceled due to weather, if the student is providing services during an academic holiday, or if the student misses ONE group supervision class, the student may continue to count hours as long as they have the requisite on-site supervision. This policy will keep us in compliance with our CACREP regulations which states that students must receive an average of 1-1/2 hours of faculty group supervision over the course of the semester (*CACREP 2024, 4.X.*)
- Our CACREP Standards (*2024, 4.W.*) specify that students must receive individual or triadic supervision with their site supervisor on a regular schedule that averages one hour a week which amounts to **15 hours of supervision required over the course of each semester**. Therefore, if a student misses an on-site supervision session, that session needs to be made up (e.g., by asking for a telehealth supervision session, joining a colleague for triadic supervision, asking if another supervisor is available as a substitute, or getting supervision twice in the following week). The student should inform the faculty supervisor if this circumstance arises so that their supervision



needs are prioritized in the group setting and the student may continue to count hours as long as the requisite group supervision is in place.

- **A student may NOT provide services nor count hours if they have neither site supervision nor group supervision in the same week.**

**If a student is experiencing what they believe to be an extenuating circumstance that would justify receiving an exception to the above policies, that student should compose a one-page document explaining those circumstances. The situation will be reviewed by the entire faculty in collaboration with the site supervisor and a decision rendered as to whether there will be an exception.**

## **UNIVERSITY POLICIES:**

### **ACADEMIC PROGRAM POLICIES**

For EMU graduate program policies, please see the complete [graduate catalog](#).

The Graduate and Seminary [Student Handbook](#) contains policies, information, and resources. This section of the syllabus highlights several key items.

### **CLASSROOM CULTURE & RELATED POLICIES**

EMU's [Life Together](#) statement describes the sort of learning community that we aspire to be. Learning thrives where there is free and open exchange of ideas, thoughts, emotions, and convictions. Open discourse requires trust and safety. While I anticipate that you may find that some aspects of the class challenge your views and theoretical frameworks, I invite you to respectfully express either agreement or disagreement without fear of consequences. If you feel that I am violating this commitment, please make an appointment to meet outside of class so that we can discuss the issue.

I hope we can welcome differences and demonstrate a willingness to analyze issues from frameworks that may or may not feel comfortable. I have opinions, which I may express from time to time. Please be sensitive in your class participation by not unfairly dominating discussions. Be aware of others' right to speak and welcome questions from your classmates. My goal is to create a brave space in which everyone learns to participate in scholarly dialogue that values listening, thinking, feeling, study, and professionalism. (*Adapted from Margaret Sallee and Kathryn Roulston*)

1. Our primary commitment is to learn from each other. We will listen to each other and not talk at each other. We welcome differences amongst us in backgrounds, skills, interests, and values. We realize that it is these very differences that will increase our awareness and understanding through this process.
2. We will trust that people are always doing the best they can.
3. Challenge the idea and not the person. We debate ideas, not the individual sharing this idea or practice.
4. Each of us will strive to speak our discomfort. When something is bothering you, please practice sharing this with the group. Often our emotional reactions offer valuable learning opportunities.
5. Step Up, Step Back. Be mindful of taking up much more space than others. On the same note, empower yourself to speak up when others are dominating the conversation.
6. Stay engaged. When overwhelmed or stressed, it can be tempting to slip away from the class or group while meeting. Let us honor one another with focused connection. When we catch ourselves disengaging, let us gently refocus on the tasks at hand.

### **INCLUSIVE, COMMUNITY-CREATING LANGUAGE POLICY**

EMU is committed to creating and maintaining an inclusive, safe, supportive educational environment that fosters respect for others and is free from intolerance directed toward individuals or groups. As such, EMU expects all its faculty, staff, and students to adopt inclusive written and spoken language that welcomes

everyone regardless of race or ethnicity, religious identity, gender, disabilities, age, and sexual orientation. We will strive to use respectful and welcoming language in our classrooms.

As an inclusive community, we strive to sustain safety and belonging for students of all gender and sexual identities expressed in the [LGBTQIA+ Student Support Policy](#).

### **BIAS RESPONSE**

Bias incidents are harmful to the EMU community and/or individuals within the EMU community. Bias can be intentional or unintentional and may be directed toward an individual or group. A bias incident may take the form of a verbal interaction, cyber-interaction, physical interaction, or interaction with property. Bias reporting is a resource for anyone who needs to communicate an incident or explore a better understanding around issues of discrimination and learning how to effectively respond. All members of the university community are encouraged to [report](#) incidents of bias.

### **ATTENDANCE POLICY & LEARNING ENGAGEMENT**

Students are expected to attend all class meetings. If unusual or emergency circumstances prevent class attendance, the student should notify the professor in advance if possible. Multiple absences from class will result in lower grades (\*see program specific guidelines). The student is responsible for the material presented in classes missed. Students should be aware of the importance of regular class attendance, particularly in the case of classes that only meet once a week or over several weekends. Being absent for more than one class leads to a student missing a large portion of the class content. In addition to consistent class attendance, students should make every effort to arrive to class on time out of respect for the learning process, fellow students and faculty.

### **RELIGIOUS HOLIDAYS**

EMU respects the diversity of religious holidays and wishes to provide reasonable accommodations for students who may be unable to fully participate in class, lab, exams, or other assignments due to observation of a significant religious holiday. Students should provide adequate notice (a week in advance) to the faculty of such requests.

### **COURSE EXTENSIONS AND OUTSTANDING GRADES**

For fall and spring semesters, all coursework is due by the end of the semester. If a student will not be able to complete a course on time, the student must submit a request one week before the end of the semester for an extension (up to 6 months), by emailing the instructor, academic advisor and the Academic Program Coordinator. If the request is granted the student will receive an "I (incomplete) for the course which will later be replaced by a final grade when the work has been turned in on the agreed upon date. If the request for an extension is denied, the student will receive a grade for the work that has been completed up until the time the course was expected to have been completed. If no work has been submitted, the final grade will be an F (or W under unusual circumstances and with permission of the Program Director). Extensions will be given only for legitimate and unusual situations. Extensions are contracted by the student with the program for up to a maximum of 6 months after the deadline for the course work. *PLEASE NOTE: Grades for coursework submitted late may be reduced at the instructor's discretion and in line with their course policy on turning in coursework after the due date. If the extension deadline is not met, the instructor will submit the final grade based on what has been received to date.*

### **WRITING GUIDELINES**

EMU has adopted a set of writing [guidelines](#) for graduate programs that include six sets of criteria: content, structure, rhetoric and style, information literacy, source integrity, and conventions.

### **GRADUATE & PROFESSIONAL STUDIES WRITING CENTER**

Please utilize the [writing program](#)! They offer free individual tutoring from a [graduate writing](#) coach. Please visit the website to schedule an appointment.

## **ACADEMIC ACCOUNTABILITY & INTEGRITY**

In accordance with EMU mission, vision, and life together statements, we expect academic integrity of all members of the community. Responses to violations of academic integrity will be handled according to the [Academic Accountability Policy and Procedures](#). EMU fosters a culture where faculty, staff, and students respect themselves and others. EMU faculty and staff care about the integrity of their own work and the work of their students. They create assignments that promote interpretative thinking and work intentionally with students during the learning process. Honesty, integrity, trust, fairness, respect, and responsibility are characteristics of a community that is active in loving mercy, doing justice, and walking humbly before God. At EMU, a transparent account for academic work involves producing and submitting one's own work in papers, essays, projects, quizzes and tests; correctly and consistently acknowledging sources used; factually representing research results, one's credentials, and facts or opinions; and appropriately documenting use of technology.

## **MOODLE**

[Moodle](#) is the online learning platform that EMU has chosen to provide to faculty, administrators and students. Students will have access to course information within Moodle for any class they are registered for in a given term. The amount of time a student has access to information before and after the class is somewhat dependent on the access given to students by the individual faculty member. However, please note that courses are not in Moodle permanently – after two years the class will no longer be accessible. Please be sure to download resources from Moodle that you wish to have ongoing access to.

## **TECHNOLOGY REQUIREMENTS AND COMMUNICATION (if joining a class by Zoom)**

Communication will largely be accomplished via the Moodle platform utilized by EMU and your EMU email. Check both frequently during the semester. In addition, during class synchronous sessions, it will be expected that you will use a noise-reducing headset to minimize background noise and disruption. Remember to keep your headsets UNMUTED during the sessions and avoid moving, brushing, touching, or fumbling with them as it creates unwanted noise in the class space.

## **INSTITUTIONAL REVIEW BOARD (IRB)**

All research conducted by or on EMU faculty, staff, or students must be reviewed by the [Institutional Review Board](#) to assure participant safety.

## **LIBRARY**

The [Hartzler Library](#) offers research support (via email, chat, phone, or SSC campus). The library home page offers subject guides to help start your research.

## **DISABILITY RESOURCES**

EMU seeks to meet the needs of all admitted students. We are committed to provide both physical and programmatic access with reasonable accommodations for all qualified documented students who are served through the Office of Academic Access. Our policies for students with disabilities are consistent with the necessity of ensuring reasonable accommodations under federal law, the Americans with Disabilities Act, and the 2008 ADA Amendments Act.

If you have a physical, psychological, medical, or learning disability that may impact your work in this course, it is your responsibility to contact the [Office of Academic Access](#) on the third floor of the Hartzler library. This office will work with you to establish eligibility and to coordinate reasonable accommodations. All information and documentation is treated confidentially. To request services, use the [online request form](#) or call the coordinator of the Office of Academic Access at (540) 432-4638.

## **TITLE IX**

*The following policy applies to any incidents that occur (on or off campus) while you are a student registered at EMU. It does not apply to incidents that happened **prior to your enrollment at EMU**.*

It is important for you to know that all faculty and staff members are required to report known or alleged incidents of sexual violence (including sexual assault, domestic/relationship violence, stalking). That means that faculty and staff members cannot keep information about sexual violence confidential if you share that information with them. For example, if you inform a faculty or staff member of an issue of sexual harassment, sexual assault, or discrimination, they will keep the information as private as possible. However, they are required to bring it to the attention of the institution's Title IX Coordinator. If you would like to talk to the Title IX Coordinator (Kimberly Anderson, JD) directly, she can be reached at 540-432-4849 (4TIX) or [titleixcoordinator@emu.edu](mailto:titleixcoordinator@emu.edu). You can also report incidents or complaints through the [online portal](#). You may confidentially report incidents of sexual violence if you speak to Counseling Services counselors, University Chaplain and Seminary Campus Pastor, or Health Services personnel providing clinical care. These individuals, as well as the Title IX Coordinator, can provide you with information on both internal and external support resources.

SAMPLE

### Capstone Paper and Presentation Rubric

An overall score above 4 indicates that the competency has been satisfied. If you score below a 4 and are asked to revise your competency assignment, please include both drafts and scoring rubrics in your Master Competency Portfolio. (CACREP 2024, 3.E.1.-3.E.21.)

Criterion	1 (Needs work)	2 (Meet minimum expectations)	3 (Demonstrates developing competence)	4 (Demonstrates proficiency)	5 (Illustrates mastery)
<b>1) Content: <i>Presentation</i></b>					
Professional Identity	Little to no evidence.	Student articulates an affiliation with the profession.	Student articulates a professional identity as a professional counselor.	Student articulates a professional identity as a professional counselor, and demonstrates a commitment to counseling advocacy and support for professional counseling organizations.	Student articulates a clear professional identity as a professional counselor and their role within the profession, and demonstrates a commitment to counseling advocacy and support for professional counseling organizations.
Development of theoretical approach to counseling.	Little to no evidence.	Student alludes to theories and/or models of psychotherapy, but does not draw connections to their clinical work.	Student articulates a general framework for their clinical work.	Student discusses frameworks for their clinical work, demonstrating knowledge of the underpinnings of theory.	Student articulates a clear and cogent framework for their clinical work, demonstrating clear knowledge of the underpinnings of theory.
Intake, case history, and Presenting Issue(s)	Little to no evidence.	Student demonstrates developing intake and information gathering skills, but does not clearly articulate the client's presenting concerns.	Student demonstrates developing intake and information gathering skills, and can clearly articulate the client's presenting concerns.	Student demonstrates proficient intake and information gathering skills, and can clearly articulate the client's presenting concerns.	Student demonstrates masterful intake and information gathering skills, and can clearly articulate the client's presenting concerns.
Ethical and Legal Considerations	Little to no evidence.	Student articulates developing understanding of	Student articulates competent understanding of	Student articulates proficient understanding of	Student articulates masterful understanding of

		legal and ethical (2014 ACA Code of Ethics) issues, but does not relate them to their case presentation.	legal and ethical (2014 ACA Code of Ethics) issues, but does not relate them to their case presentation.	legal and ethical (2014 ACA Code of Ethics) issues related to their case presentation.	legal and ethical (2014 ACA Code of Ethics) issues related to their case presentation.
Assessment and Case Conceptualization	Little to no evidence.	Student forms an incomplete case conceptualization.	Student forms case conceptualization of the presented case, including diagnosis, treatment planning, and relevant assessment instruments.	Student proficiently forms a comprehensive case conceptualization of the presented case, including diagnosis, treatment planning, and relevant assessment instruments.	Student masterfully forms a comprehensive case conceptualization of the presented case, including diagnosis (including working through differential diagnosis and possible co-occurring disorders), treatment planning, and relevant assessment instruments.
Exploration of multicultural components of the client's lived experience	Little to no evidence.	Student demonstrates little awareness of the multicultural components of the therapeutic relationship, but articulates an ongoing commitment to the development of their multicultural competence.	Student demonstrates awareness of the multicultural components of the therapeutic relationship and an ongoing commitment to the development of their multicultural competence.	Student attends to historical-social-political-cultural context of the client's life experiences, connects cultural factors to presentation of symptoms (if applicable), and articulates an ongoing commitment to the development of their multicultural competence.	Student thoughtfully and explicitly attends to historical-social-political-cultural context of the client's life experiences, connects cultural factors to presentation of symptoms (if applicable), and articulates an ongoing commitment to the development of their multicultural competence
Therapeutic Process	Little to no evidence.	Student articulates and demonstrates a developing ability to create and sustain a therapeutic working alliance.	Student articulates and demonstrates the ability to create and sustain a therapeutic working alliance.	Student articulates and demonstrates the ability to create and sustain a therapeutic working alliance congruent with their theory of psychotherapy or mode of treatment and	Student articulates and demonstrates the ability to create and sustain a therapeutic working alliance congruent with their theory of psychotherapy or mode of treatment and utilizes

				utilizes appropriate therapeutic interventions.	appropriate therapeutic interventions congruent with their case conceptualization.
Use of supervisory feedback	Little to no evidence.	Student demonstrates little skilled use of supervision.	Student demonstrates good use of supervision, but struggles to integrate supervisory feedback.	Student demonstrates proficient use of supervision and integrates supervisory feedback.	Student demonstrates masterful use of supervision, integrates supervisory feedback, and takes responsibility for their ongoing professional development.
Ending of the therapeutic relationship	Little to no evidence.	Student demonstrates developing ability to conclude clinical relationship through ethical termination or referral.	Student demonstrates competent ability to conclude clinical relationship through ethical termination or referral.	Student demonstrates proficient ability to conclude clinical relationship through ethical termination or referral.	Student demonstrates masterful ability to conclude clinical relationship through ethical termination or referral.
<b>2) Synthesis: <i>Presentation</i></b>					
Making clear connections across relevant topics	Relationship between ideas is not clearly articulated.	While several ideas are connected, other ideas are not well integrated.	Ideas and their connections are made clear.	Implications of the ideas discussed are made clear.	Ideas, their implications and relationship are clearly articulated.
<b>3) Rhetoric: <i>Presentation</i></b>					
Style	Disconnected from the audience. Aloof.	Makes minimal contact with the audience.	Makes contact with the audience, and demonstrates an emerging appreciation for the composition of the audience.	Connects with the audience through responsive engagement and an appreciation for the composition of the audience.	Embodies the identity of a professional counselor sharing ideas and cultivating shared knowledge. Strong facilitation of discussion; asks questions that prompt audience to apply critical thinking; well-prepared; smooth delivery of material.

Criterion	<b>1</b> (Needs work)	<b>2</b> (Meet minimum expectations)	<b>3</b> (Demonstrates developing competence)	<b>4</b> (Demonstrates proficiency)	<b>5</b> (Illustrates mastery)
<b>1) Content: <i>Paper</i></b>					
Professional Identity	Little to no evidence.	Student articulates an affiliation with the profession.	Student articulates a professional identity as a professional counselor.	Student articulates a professional identity as a professional counselor, and demonstrates a commitment to counseling advocacy and support for professional counseling organizations.	Student articulates a clear professional identity as a professional counselor and their role within the profession, and demonstrates a commitment to counseling advocacy and support for professional counseling organizations.
Development of theoretical approach to counseling.	Little to no evidence.	Student alludes to theories and/or models of psychotherapy, but does not draw connections to their clinical work.	Student articulates a general framework for their clinical work.	Student discusses frameworks for their clinical work, demonstrating knowledge of the underpinnings of theory.	Student articulates a clear and cogent framework for their clinical work, demonstrating clear knowledge of the underpinnings of theory.
Intake, case history, and Presenting Issue(s)	Little to no evidence.	Student demonstrates developing intake and information gathering skills, but does not clearly articulate the client's presenting concerns.	Student demonstrates developing intake and information gathering skills, and can clearly articulate the client's	Student demonstrates proficient intake and information gathering skills, and can clearly articulate the client's presenting concerns.	Student demonstrates masterful intake and information gathering skills, and can clearly articulate the client's presenting concerns.



			presenting concerns.		
Ethical and Legal Considerations	Little to no evidence.	Student articulates developing understanding of legal and ethical (2014 ACA Code of Ethics) issues, but does not relate them to their case presentation.	Student articulates competent understanding of legal and ethical (2014 ACA Code of Ethics) issues, but does not relate them to their case presentation.	Student articulates proficient understanding of legal and ethical (2014 ACA Code of Ethics) issues related to their case presentation.	Student articulates masterful understanding of legal and ethical (2014 ACA Code of Ethics) issues related to their case presentation.
Assessment and Case Conceptualization	Little to no evidence.	Student forms an incomplete case conceptualization.	Student forms case conceptualization of the presented case, including diagnosis, treatment planning, and relevant assessment instruments.	Student proficiently forms a comprehensive case conceptualization of the presented case, including diagnosis, treatment planning, and relevant assessment instruments.	Student masterfully forms a comprehensive case conceptualization of the presented case, including diagnosis (including working through differential diagnosis and possible co-occurring disorders), treatment planning, and relevant assessment instruments.
Exploration of multicultural components of the client's lived experience	Little to no evidence.	Student demonstrates little awareness of the multicultural components of the therapeutic relationship, but articulates an ongoing commitment to the development of their multicultural competence.	Student demonstrates awareness of the multicultural components of the therapeutic relationship and an ongoing commitment to the development of their multicultural competence.	Student demonstrates proficient awareness of the multicultural components of the therapeutic relationship and an ongoing commitment to the development of their multicultural competence.	Student thoughtfully and explicitly attends to historical-social-political-cultural context of the client's life experiences, connects cultural factors to presentation of symptoms (if applicable), and demonstrates an ongoing commitment to the development of their multicultural competence.

Therapeutic Process	Little to no evidence.	Student articulates and demonstrates a developing ability to create and sustain a therapeutic working alliance.	Student articulates and demonstrates the ability to create and sustain a therapeutic working alliance.	Student articulates and demonstrates the ability to create and sustain a therapeutic working alliance congruent with their theory of psychotherapy or mode of treatment and utilizes appropriate therapeutic interventions.	Student articulates and demonstrates the ability to create and sustain a therapeutic working alliance congruent with their theory of psychotherapy or mode of treatment and utilizes appropriate therapeutic interventions congruent with their case conceptualization.
Use of supervisory feedback	Little to no evidence.	Student demonstrates little skilled use of supervision.	Student demonstrates good use of supervision, but struggles to integrate supervisory feedback.	Student demonstrates proficient use of supervision and integrates supervisory feedback.	Student demonstrates masterful use of supervision and integrates supervisory feedback immediately.
Ending of the therapeutic relationship	Little to no evidence.	Student demonstrates developing ability to conclude clinical relationship through ethical termination or referral.	Student demonstrates competent ability to conclude clinical relationship through ethical termination or referral.	Student demonstrates proficient ability to conclude clinical relationship through ethical termination or referral.	Student demonstrates masterful ability to conclude clinical relationship through ethical termination or referral.
<b>2) Synthesis: <i>Paper</i></b>					
Making clear connections across relevant topics	Relationship between ideas is not clearly articulated.	While several ideas are connected, other ideas are not well integrated.	Ideas and their connections are made clear.	Implications of the ideas discussed are made clear.	Ideas, their implications and relationship are clearly articulated.
<b>3) Rhetoric: <i>Paper</i></b>					
Structure	Poorly conceptualized, haphazard.	Structure and grammatical errors jeopardize the ideas presented.	Some coherent structure; few grammatical errors or spelling flaws.	Strong structural outline, free of grammatical errors or spelling flaws.	Well developed, coherent and free of grammatical errors or spelling flaws.
Followed APA v. 7	Does not follow APA for citation management, paper style, etc. Makes many errors.	Conveys a hint of knowledge regarding APA format, makes several errors in documentation style.	Makes a valiant attempt to follow APA for citation management, paper style, etc.	Cites sources for all quotations and usually cites, makes minimal errors in APA format and style.	Makes virtually no errors in APA documentation.

**Student name:** \_\_\_\_\_

**Faculty Reviewer:** \_\_\_\_\_

Date: \_\_\_\_\_  
Total Grade: \_\_\_\_\_/5

SAMPLE